

THE IMPORTANCE OF NEEDS ANALYSIS IN ESP MATERIALS DESIGN FOR HOTELS AND RESTAURANTS TRAINING PROGRAM

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Abstract: this writing is aimed at discussing the issues about the important role of needs analysis in relation to the development of ESP training program materials. The ESP materials will be prepared for those people who are working at the international Hotels and Restaurants. Before deciding the ESP learning needs for target situation, the important question may be asked is that “What the knowledge and abilities will the learners require in order to be able to perform in the target situation” (Hutchinson, 1987). To answer this question appropriately it is essential to know why the language is needed and how the learners will use the language. The main theory underlies this writing is English for Special Purposes (ESP). The reason for choosing this theory is that the hotel’s employees need specific English to study rather than general one. The approach, method, and techniques used depend entirely on what the learners need to use the language for. In this case, the communicative approach in language teaching is really needed by the learners in order to develop their communicative competence. The role of needs analysis is very important to be taken into consideration before designing ESP training program syllabus, but other factors called frame factors analysis are also very important. These factors will determine the success of the training program. The importance use of jargon in ESP must also be taken into consideration. The results from needs analysis will tell us why the learners need to learn English. Besides, the ESP teachers need to find out the threshold level of the target learners by gathering the information in order to know from where the lesson must be started and how it will be taught. And more importantly we need to know who they are going to use the language with in real life situation.

Keywords: *needs analysis, ESP, jargons, communicative competence*

Introduction

What issue is currently being debated? To begin with, this paper is aimed at discussing the importance of needs analysis in ESP training program. ESP is an approach used by those who involve themselves to language teaching which has certain aims in order to meet the learners need for particular purposes. The main issue is currently being debated in relation to the needs analysis for the teaching of English for specific purposes is that most teachers and curriculum designers think that need analysis is the only one factor that can facilitate the success of training program. As what has been understood that the need analysis is only used to find out why learners need to learn the language; for what reasons the language they study to be used and where the language to be used; whether in formal or informal situation.

Having known those needs and then the curriculum or syllabus designers are able to specify what aspects of specific language to be put in the syllabus in order to fulfill the needs of the learners for developing communication skills. The relative importance of frame factors analysis such as the availability of facilities and skillful language trainers or a special learning attitude for those international hotels and food service staff towards the success of English language training program have also been a much debated issue nowadays.

As stated by Hutchinson (1987:21) in his book, in designing an ESP course, it is a matter of asking question in order to provide a reason basis for the subsequent process of syllabus design, materials writing, classroom teaching and evaluation. The question should be asked is a very wide range of question is that whether general and specific language course, theoretical and practical. If the questions can be answered then the important points need to be taken into consideration, in this particular situation, is that language description, theories of learning, and need analysis. Language description must also be founded in a theory of language.

A theory of language learning in turn must ultimately derive from a theory of language, and a theory of learning. There is no question but those teaching needs to be based on the best possible description of language being taught. The language description is the way in which the language system is broken down and described for the purposes of learning. It is also important to note that theories of learning are not necessarily confined to how people learn language. It is really important to understand the main features of each of these descriptions in order to consider how they can be used most appropriately in ESP courses.

The developments in theoretical bases of language teaching are indicating a need to pay more attention to the individual learner with specific learning needs. In relation to the needs of international hotel and restaurant employees a demand is generated as a result for courses which would equip particular learners with the necessary skills to carry out particular task in English. The English is needed to be used in particular situation

especially for dealing with hotels' customers. The situation where English language will be used is in the international hotel's restaurant and other outlets which need specific short of language to be used for communication. The specific English is that of words related to the use of jargons which normally used in relation to the specific area in the hotel compounds. These jargons will be the problem faced by the English teachers who are not accustomed to use these kinds of jargons in their daily general English teaching situation. Therefore, the teachers who teach English for specific purposes need also to study the terms which are normally used in the hotel. By doing so, it would be much easier for them to carry out the teaching process to the hotel employees.

As it has been mentioned earlier, besides the importance of needs analysis it also needs to be taken into account the availability of facilities which are called the frame factors analysis. This will support the success of the teaching and learning process. Without having these facilities available, the result is that whatever good the syllabus which has been designed for the learners, the learning process will never achieve its desired goal.

Theoretical Framework

As we have already known that English language teaching experts and methodologists who designed ESP training program materials not only had a convincing theory of ESP to draw upon but they were also working closely with psychological knowledge in order to have ideas of behavioral psychology. The success of an ESP course depends upon several factors, the most important of which is the teacher. How will the teacher manages his or her classroom using the materials which have already designed. Psychologically the positive attitude of the ESP teachers also play an important role for the learners success.

According to Stern (1983:182) a language teaching theory expresses or implies answers to question about the nature of language. The questions relate language teaching theory directly to theoretical linguistics. In terms of learning process in ESP classroom it is important to understand about how the learning will be achieved and what learning theory will be used to underlie the course of materials presented to the learners. In relation to this, the result of needs analysis will be the key to determine the language materials. And more importantly is that how these materials are organized in order to meet with what the learners need to achieve within the short and long terms goal.

The psychological of learning in the textbooks of educational psychology usually represents a broad and to some extent intuitive interpretation of learning from these two of sources: the theoretical and experimental studies of learning and applied investigations of specific learning problem (Stern, 1983:309). Furthermore he states that catagories of the psychology of learning, commonly applied to formal educational activities, refer to (a) leaners characteristics, (b) different kinds of learning, (c) the learning process, and (d) outcomes of learning. Learners characteristic can further be explained as their abilities, personalities, attitudes, and motivations. These factors cannot be seperated with one and another because they are very closely related in the process of teaching and learning.

As teachers of English as a foreign language we must realise that the influence of motivation, inner and outer motivation and attitudes upon success in ESP learning program is widely acknowledged. Especially in using English as a means of communication in international hotels and food beverage service situation. It really related to the idea of social interactions in the form of service encounters. Theoretically jargons related to the lexical items used in ESP teaching situation are very often found as the stumbling block for the teaching of English in specific situation, such as in food service at international restaurants. Most teachers of English as a foreign language lack of the content knowledge of what are usually used in international hotel and food service. In food service, the content knowledge in the form of jargons related to the food and beverage terms are often difficult for those teachers who involve in the teaching of English in international restaurants. Consequently, the important point is that the teacher must be aware of these obstacles before the ESP training program is carried out.

The terms jargons are often used almost interchangeably to refer to language of a particular occupational group. It is also generally called that jargons as the label for vocabulary peculiar to some field; occupational sociolect (Katamba, 1996). These jargons are often out of the English teachers understanding and result in problem to unpack the meaning of the expressions.

How the Theory Informs Current Practice

In teaching ESP especially in service encounters according to Kandampully at al (2001:86) are complex affairs, not least because the social contact between guests and cutomers carries a variety of expectations. The language they use to communicate must satisfy the immediate demands of the guests they serve. Customers desire satisfaction in terms of their immediate purpose for the interaction such as ordering the food and beverage in international hotel restaurants. They also desire to be treated in polite and appropriate manner using good expressions of English.

The trainers or the language teachers are the key figures for the success of ESP course in this sort of situation. They play a prime role in affecting learners progress in using English in a specific situation. They also hoped to be able to encourage all leaners to be actively participate using the language the study in real life situation. In order to develop the ESP teachers ability in their teaching process they are not only expected to be able to base their knowledge on the need analysis only but also the understanding of related jargons to the subject being taught.

1. Presentation of Key Features of the Theory

Whatever language is taught for specific purposes which is related to service encounter the aim is to develop what Hymes (1972) referred to as communicative competence. Especially if we are dealing with the teaching of food and beverage service staff like in the food and beverage service encounter. The most importance point is that by the end of the course of study the learners are expected to be able to use the language they have already studied in real life communication.

As we know that language is a system for the expression of meaning and its primary function of language is the interaction and communication (Richards, 1986:71). The key features of the theory is that how the teachers teach the specific learners to use English in their work place situation correctly, meaningfully, and in polite manners. As we know that in hospitality industry like in international hotels and restaurants, food and beverage service the quality of service and level of customers satisfaction will be highly dependent upon how they can use their language expressions appropriately according to the house rules of the industry. These must be taken into consideration by the teachers in order to achieve the goal of the ESP training program. We have already realized that teaching language, whatever it is, is thought of as developing a set of performance skills in the leaner, and the syllabuses are often designed in terms of skills being taught.

2. Implication of the Theory for Best Practice

To sump up what has been discussed previously; the most important implication of the theory being discussed is that the teacher of English as a foreign language, especially for those who are dealing with the teaching of ESP must be aware of how to determine the learners' needs before designing the syllabus.

As sated by widdowson (1984:177) if a group of leaners' needs for the language can be accurately specified, then this specification can be used to determine the content of language program that will meet the needs of the leaners for specific purposes. Furthermore, when the purpose for which the target language is required can be identified, the syllabus specification is directly derivable from the prior identification of the communication needs of that particular participant (Munby 1978:218).

The importance of needs analysis, again is not the olny factor that determines the success of the language teaching program, but there is another important factor as what has been mentioned previously is that the frame factor analysis. Besides the ESP teachers must have the knowledge of related jargons to the specific subject being taught.

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